

CENTER FOR INTERNATIONAL PROGRAMS AND SUSTAINABILITY STUDIES

Name of the course: Basic Spanish for law enforcement professions

Course code: SPN 151

Total number of hours: 80 hours of direct contact

Number of hours per week: 20 hours per week

Number of hours of independent study: 10 hours per week

**Course Description**

This course is Spanish for specific purposes for the law enforcement area. Its objective is to give students of law related majors, who have no prior knowledge of the Spanish language, the necessary tools to interact and interview a Spanish-speaker on topics related to justice administration. During the four weeks, the student will acquire knowledge in the four linguistic skills, which will allow him or her to communicate in basic form with native speakers of Spanish.

The course answers the question: How can the non-Spanish-speaking student acquire the necessary vocabulary to interrogate and administer justice in different criminal contexts?

To answer this question the following topics will be studied:

- The alphabet
- Verbs ser and llamarse
- Greetings, introductions and farewells
- Defined articles, gender and number of nouns
- Descriptions and characteristics, verbs ser, estar, llevar
- Present of regular verbs
- Interrogative pronouns
- Irregular verbs in present
- Possessive adjectives
- Interrogative pronouns
- Family vocabulary
- Verbal periphrasis
- Numbers, time, date
- Formal imperative
- Vocabulary of body parts, vocabulary of types of vehicles
- Food vocabulary
- Verbs similar to gustar: encantar, fascinar, doler, convenir caer bien o mal, importar, interesar, molestar, hacer falta, dar miedo
- Vocabulary of the days of the week, months of the year, seasons, weather, natural disasters
- House vocabulary
- Daily routine verbs, reflexive

- City vocabulary
- Simple past tense regular and irregular
- Professions and trades
- Airport vocabulary
- Work accidents
- Verbal periphrasis with infinitive
- Vocabulary of first aid kit

The following skills will be promoted throughout the course:

- Ability to spell
- Ability to ask questions and interrogate a suspect or undocumented person
- Ability to describe a suspect
- Ability to give orders to a suspect
- Ability to describe a scene of a conflict or crime
- Ability to communicate recommendations to strengthen the law in accordance with different criminal contexts
- Ability to answer personal questions

Some of the values and attitudes to be promoted among students are:

- Teamwork and leadership
- Systems thinking
- Logical and communicative intelligence
- Interest in solving problems
- Interest in learning to learn
- How to negotiate knowing how to inspire trust and empathy

Competences, criteria and evidence

Competences for Veritas University are thoughtful and comprehensive actions that respond to the professional profile and the context's problems, with suitability and ethical commitment, integrating knowing how to be, how to do, and how to learn, within an improvement perspective.

Disciplinary and general competences are presented below, linked to their criteria and performance evidence for this course.

Types of competences	Performance criteria (Sub-competences)	Performance evidences
<p>Disciplinary Linguistic competence</p> <p>Uses a linguistic repertoire enough to communicate with a Spanish-speaking suspect or undocumented person to enforce the law</p>	<p>Communicates information when carrying out simple and everyday tasks that are related to his or her professional field.</p> <p>Adds details, assessments and opinions to the required information</p> <p>Structures simple texts</p> <p>Has lexical repertoire enough to be able to provide and exchange information.</p> <p>Produces a continuous discourse through statements linked in basic form</p>	<p>Role play, interrogations and enforcement of police orders</p> <p>Descriptions of suspects and criminal contexts, recommendations on how to act in those cases</p> <p>Simple description of controversial police cases</p>
<p>Socio-linguistic competence</p> <p>Integrates simple idiomatic and colloquial expressions that allow her to interact and understand her interlocutor</p>	<p>Highlights simple markers in the formal and informal register.</p>	<p>Simulation Oral presentations</p>
<p>Pragmatic competence</p> <p>Exchanges relevant information and reacts appropriately</p>	<p>Builds a simple discourse articulated reasonably and cohesively.</p>	<p>Dialogs and simulations</p>
<p>General</p>		
<p>Integrates the knowledge, skills and attitudes needed to learn continuously throughout life considering effective development in the knowledge society.</p>	<p>Learning to learn</p>	<p>Directed readings Compositions</p>
<p>Develops the knowledge, skills and attitudes needed to learn how to communicate orally and in writing in the different discipline areas that make up the curriculum.</p>	<p>Communicate disciplinary thoughts in oral, iconic and written form.</p>	<p>Directed readings Oral presentations Design of strategic plans for the success of some police missions</p>

Integrates the knowledge, skills and attitudes needed to learn teamwork and leadership techniques.	Teamwork and leadership	Directed reading Oral presentations
Integrates the knowledge, skills and attitudes needed to learn interpersonal communication techniques.	Relating well with others Manage and resolve conflicts. How to negotiate knowing how to inspire trust and empathy Speak responsibly In depth listening	Simulations and dialogs

## Contents

### 1. Linguistic Contents

contents

#### TOPIC 1

- a) Personal pronouns
- b) Ser
- c) Llamarse

#### TOPIC 2

- d) Estar
- e) Haber
- f) Defined articles
- g) Adverbs of place
- h) Present progressive
- i) Interrogative pronouns

#### TOPIC 3

- j) Present indicative and irregular verbs with orthographic changes
- k) Possessive adjectives

#### TOPIC 4

- l) Verbs with vowel irregularities,
- m) Saber versus conocer
- n) Verbal periphrasis with infinitive

#### TOPIC 5

- ñ) Police mandates, usted and ustedes

#### TOPIC 6

- o) Intransitive verbs (encantar, doler, caer bien o mal, hacer falta, importar, among others)

#### TOPIC 7

- p) Reflexive verbs (daily routine)

#### TOPIC 8

q) Simple past tense regular

**TOPIC 9**

r) Simple past tense irregular

**TOPIC 10**

s) More verbal periphrasis with infinitive

**2. Lexical contents**

**TOPIC 11**

a) Vocabulary of nationalities

a) Vocabulary for description of states

**TOPIC 12**

a) The city

b) Colors

c) Clothing.

d) The family.

e) Description of people:

**TOPIC 13**

a) Time

b) Numbers

**TOPIC 14**

a) Vocabulary of weapons, types of vehicles

b) Parts of the body

**TOPIC 15**

a) Days of the week, months of the year, seasons, weather, some natural disasters

b) Food

c) Eating utensils

**TOPIC 16**

a) Personal hygiene items

b) House vocabulary

**TOPIC 17**

a) More vocabulary of the city

a) Vocabulary of professions

**TOPIC 18**

a) Airport vocabulary

**TOPIC 19**

a) Vocabulary of first aid kit

b) Vocabulary of symptoms of some diseases

#### **TOPIC 20**

### **3. Semantic**

a) Relationship of words in a general context

#### **TOPIC 21**

### **4. Orthographic**

- a) The alphabet
- b) Vowels
- c) Consonants
- d) Spelling
- e) Pronunciation

#### **TOPIC 22**

### **5. Socio-linguistic contents**

Formal and informal registration (usted / vos)

Markers for:

- a) Presentations
- b) Greetings
- c) Farewells and introductions

#### **TOPIC 23**

### **6. Pragmatic contents**

Discursive competition

- a) Simple connectors (y, entonces, luego)

#### **Methodology**

The proposed approach is the one used by the Common European Framework (CEFR), which focuses on action insofar as it considers users and students who learn a language mainly as social agents, that is, they are members of a society that has to carry out tasks under certain circumstances, in a specific environment and within a specific field of action. This approach also takes into account cognitive, emotional and volitional resources, as well as the whole series of specific capacities that an individual applies as a social agent.

The use of language -which includes learning- includes the actions carried out by people who, as individuals and as social agents, develop a series of competences, both general and linguistic communicative competences, in particular. People use skills that are available to them in different contexts and under different conditions and restrictions, in order to carry out language activities that involve processes to produce and receive texts related to topics in specific areas, putting into play strategies that seem most appropriate to carry out the tasks they have to perform. The control that the participants have over these produces the reinforcement or modification of their competences.

#### **Learning strategies**

The following learning strategies will be performed:

1. Four oral presentations:
  - a) First oral presentation, 10%. The student will present him or herself, give a description of his/her life, studies and activities in his/her country.
  - b) Second oral presentation, 10%. Describes his/her extended family in detail.

- c) Third oral presentation, 10%. Describes a dangerous gang with details
  - d) Fourth oral presentation, 10%. Presents the biography of a criminal using the past tense
2. Two simulations (Role play). This activity will be done in pairs and will have a value of 15% each:
- a) Simulation 1: One student will act as a police officer and another as a delinquent. There will be a dialog in present indicative, carrying out a police interrogation with the following information:
    - Describe the crime scene
    - Describe the criminal's background
    - Describe the police officer's background
    - Describe each other, physically and clothes
    - Make the dialog using the learned grammar
  - b) Simulation 2: One student will act as police officer and another as police officer A criminal context is chosen, hold a dialog where the chief of police will give the police officer orders and recommendations to enforce the law in a criminal context. Mandates and verbal periphrasis will be used to give recommendations. Then the police officer must go to the place and enforce the law using the same structures, mandates and periphrasis. It should include the following:
    - Explanation of the criminal context
    - Physical and personality description of criminals
    - What are they doing, how are they breaking the law?
    - Strategy or orders to placate the situation
    - Police action at the site of the conflict, use of orders with criminals
    - Interrogation of criminals in the police station
    - Recommendations for criminals
3. Two short compositions with a value of 5% each.
- a) Composition 1 Write about: A very dangerous living criminal
    - Who is he, how is he physically and his personality?
    - His likes?
    - His crimes
    - *His modus operandi*
    - His family context
  - b) Composition 2 A police force that you admire in your country, must explain how it works, what are its responsibilities, advantages and disadvantages of belonging to this group, requirements to belong to this group.
4. In the Police Station, final interaction: 20% This is the final activity of the course and is where students put into action everything learned in class. The simulation is done in pairs, one student acts as police officer and another as criminal and they will have to complete the identification card for the criminal record of the criminal (native). They will have to interview the criminal to collect the following information that must be written in the file:

POLICE OFFICER

- Collection of personal data
- Family context and occupations
- Daily routine to the present
- Reason for arrest
- Compilation of crime details through questions

- Requisition
- Formal arrest
- Recommendations

### Teaching resources

For the good development of the course and to ensure learning, there is a collection of updated bibliographical recommendations, multimedia equipment for the individual presentations, furniture and acrylic slates for the weekly sessions, and readings supplied by the professor that can be a complement for the proposed project activities, as well as the different didactic techniques mentioned that give students a greater possibility of appropriating knowledge. Most lessons will take place in the classroom.

During independent work hours students will be able to use the institution's library, the study rooms or the computer laboratories, as well as any other areas in the university campus, since it has free access wireless Internet for all students, professors and staff.

### Attendance

Students with more than one absence will fail the course, unless they present an official document as justification. Students will get a score of 0 for any task evaluated in class in their absence (presentations, evaluations, field visits, etc). In this case, make up for the assignment will take place immediately after their return. Regarding timeliness, if students add four late arrivals (15 minutes after starting the class) will be counted as an absence.

### Behavior Code

Professors have the right to expel the student from class in the following cases:

- 1) Disruptive behavior in the classroom.
- 2) Being under the influence of alcohol.
- 3) Behaving in a disrespectful way.

### Electronic devices:

The use of mobile phones, smart phones and other mobile communication devices is disruptive and is therefore prohibited during class. Please turn off all devices and put them away when the class begins. Devices can be used only when the teacher assigns a specific activity and allows the use of devices for search on the Internet or recording. Those who fail to comply with this rule should leave the classroom for the remainder of the class.

### Evaluation of learning

Competence assessment is the process by which evidence is gathered and a judgment or opinion about it is formed, taking into account preset criteria to give feedback in order to improve the suitability of the course or program. Evaluation of the course, must be consistent with the competences and the teaching methodology. For each category of evaluation there is a rubric, that, although it gives a score, is a quantitative and qualitative description of the student's performance. Rubrics include performance criteria for general and disciplinary competencies.

RUBRICS	WEIGHTING
Oral presentations	40%
Simulations	30%
Compositions	10%



Interrogation of a criminal in the police station	20%
TOTAL POINTS	100%

Rubric to evaluate

- Four oral presentations where the use of the three communicative competences will be promoted: linguistic, socio-linguistic and pragmatic.

	EXC 5PTS	VERY GOOD 4PTS	GOOD 2.5 PTS	INSUFFICIENT 1 PT
Message clarity				
Fluency				
Grammatical structures				
Vocabulary management				
Pronunciation				

- Two simulations where the way in which the questions are formulated and answered, the interaction with the criminal and the handling and clarity of the message will be evaluated. There are two types of rubrics, one for the criminal and another for the police officer.

POLICE OFFICER	EXCELLENT 5 PTS	VERY GOOD 4 PTS	GOOD 2.5 PTS	INSUFFICIENT 1 PT
Ability to ask questions:				
Clarity and correctness when asking				
Investigation of details of the crime				
Recommendations				
Interaction with the criminal, requisition and arrest				

CRIMINAL	EXCELLENT 5 PTS	VERY GOOD 4 PTS	GOOD 2.5 PTS	INSUFFICIENT 1 PT
Ability to answer the questions:				

Description of personal information				
Vocabulary management				
Providing details of the crime				
Interaction with the police officer				

3. Two compositions in which the appropriate use of structures, vocabulary and connectors is shown.

	EXCELLENT 5 PTS	VERY GOOD 4 PTS	GOOD 2.5 PTS	INSUFFICIENT 1 PT
Text structure				
Message clarity				
Vocabulary management				
Use of connectors				

4. The students will have photos with different crime contexts and they must act, one as a police officer and another as a delinquent and vice versa, they must change roles. The aspects that will be taken into account are the following:

POLICE OFFICER	POINTS 20%	NOTE:
TOPICS FOR EVALUATION	VALUE:	NOTE:
<i>CLARITY OF THE MESSAGE (COHERENCE) GRAMMATICAL STRUCTURES, VOCABULARY</i>	<i>10%</i>	
INTERROGATION		
<i>COMMENTS:</i>		
POLICE MANDATES TO REQUIRE AND TELL HIM WHAT TO DO	<i>7%</i>	
<i>COMMENTS:</i>		

MANAGEMENT OF THE SITUATION, NATURALITY	3%	
<i>COMMENTS:</i>		

OFFENDER	VALUE: 20%	NOTE:
TOPICS FOR EVALUATION	VALUE:	NOTE:
<i>CLARITY OF THE MESSAGE (COHERENCE) GRAMMATICAL STRUCTURES, VOCABULARY</i>		
<i>a. ANSWERS TO THE INTERROGATION AND JUSTIFICATIONS</i>	10%	
<i>Comments.</i>		
UNDERSTANDING OF THE MANDATES,	7%	
<i>Comments.</i>		
<i>HANDLING THE SITUATION, INTERACTION WITH THE PATIENT</i>	3%	
<i>Comments.</i>		

GRADING	DESCRIPTION
EXCELLENT 5 PTS	Approaches the subject in question in a simple but concise way. Describes and identifies it clearly. Presents strategies and gives solutions if necessary, with breadth and clarity. Communicates with a limited use of grammatical, syntactic and lexical structures. Structures what is said and gets along with authority.
VERY GOOD 4 PTS	Approaches the subject in a good way, although does not go in depth. Describes and identifies it simply. Presents two solution strategies, does not go into the justification in depth. Communicates with a limited use of grammatical, syntactic and lexical structures. Manages to express brief statements.
GOOD 2.5 PTS	Approaches the subject in a good way, although does not give explanations or go in depth. Presents it in a sufficient way, describes it and identifies it. Presents a solution strategy as well as the justification. Can communicate with simple grammatical, syntactic and lexical structures, but makes some long pauses and hesitates to continue communicating.
INSUFFICIENT 1 PT	Approaches the subject and describes it in a limited way. Transmits with little precision simple information, the linguistic repertoire is scarce. When expressing ideas, makes mistakes and inaccuracies. Uses a register not adapted to the communicative situation and lacks vocabulary to express herself.

#### Bibliography

Camacho, Milagro, Roxana Arias 2010 *Español nivel básico para profesionales del reforzamiento de la ley*

#### Schedule

WEEK	SUBCOMPETENCE	CONTENT	TEACHING STRATEGIES
1	<p>Communicates information when carrying out simple and everyday tasks that are related to his or her professional field.</p> <p>Adds details, assessments and opinions to the required information</p>	<p><b>TOPIC 1</b> Linguistic Contents Grammar Personal pronouns Verb ser Verb llamarse Verb estar Defined articles</p> <p><b>TOPIC 11</b> Lexical Vocabulary of states, the border Nationalities Adjectives</p> <p><b>TOPIC 20</b> Semantic Relationship of words in a general context</p>	<p>Dialogs Roleplay Illustrations Directed reading Oral presentation 1:</p>

		<p><b>TOPIC 21</b>  Orthographic  The alphabet  Vowels  Consonants  Spelling  Pronunciation</p> <p><b>TOPIC 22</b>  Socio-linguistic contents  Formal and informal registration (usted / vos)  Markers for:  Presentations  Greetings  Farewells and introductions</p> <p><b>TOPIC 2</b>  Linguistic Contents contents  Haber, ser, estar, vestir, llevar, tener, usar  Present progressive  Undefined articles  Adverbs of place</p> <p><b>TOPIC 12</b>  Lexical  The city  Colors  Clothing.  Description of people:</p>	
<p>2</p>	<p>Structures simple texts</p> <p>Has lexical repertoire enough to be able to provide and exchange information.</p>	<p><b>TOPIC 3</b>  Grammar  Regular verbs, verbs with orthographic changes, interrogative and possessive pronouns</p> <p><b>TOPIC 13</b>  Lexical  The family.</p> <p><b>TOPIC 4</b>  Linguistic Contents  Grammar</p>	<p>Dialogs  Composition 1  Directed reading  Oral presentation 2:</p>

		<p>Present indicative, verbs with orthographic changes, saber vrs conocer, periphrasis with infinitive</p> <p><b>Topics 14 and 15</b> Lexical Numbers, time, vocabulary of firearms and bladed weapons</p> <p><b>TOPIC 20</b> Semantic Relationship of words in a general context</p> <p><b>TOPIC 5</b> Linguistic Contents Grammar Formal imperative</p> <p><b>TOPIC 16</b> Lexical Mandates for the border, the border post, during patrol Parts of the car Types of cars Parts of the body</p> <p><b>TOPIC 20</b> Semantic Relationship of words in a general context</p> <p><b>TOPIC 23</b> Socio-linguistic contents Connectors pero, sin embargo, pues porque, en vez de, por lo menos</p>	
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<p>3</p>	<p>Produces a continuous discourse through statements linked in basic form</p> <p>Highlights simple markers in the formal and informal register.</p>	<p><b>TOPIC 6</b> Linguistic Contents Grammar Gustar and other similar verbs</p> <p><b>TOPIC 17</b> Lexical Vocabulary of the days of the week, the months of the year, the seasons, the weather some natural disasters, food, eating utensils Food</p> <p><b>TOPIC 7</b> Linguistic Contents Grammar Reflexive verbs in present</p> <p><b>TOPIC 18</b> Lexical Personal hygiene items House vocabulary</p> <p><b>TOPIC 8</b> Linguistic Contents Grammar Verbs in simple past</p> <p><b>TOPIC 19</b> Lexical Vocabulary of details of a city, professions</p>	<p>Dialogs Composition 2 Directed reading Simulation 2: Oral presentation 3:</p>
<p>4</p>	<p>Highlights simple markers in the formal and informal register.</p> <p>Builds a simple discourse articulated reasonably and cohesively.</p>	<p><b>TOPIC 9</b> Grammar Irregular verbs in simple past</p> <p><b>TOPIC 20</b> Lexical Airport vocabulary</p> <p><b>TOPIC 10</b> Linguistic Contents Grammar Verbal periphrasis with infinitive</p> <p><b>TOPIC 21</b> Lexical Recommendation vocabulary</p>	<p>Dialogs Roleplay Illustrations Directed reading Simulation 2: Oral presentation 4:</p>

		First aid kit Symptoms of diseases  <b>TOPIC 20</b> Semantic Recommendations  <b>TOPIC 23</b> Pragmatic contents Formal and informal markers	
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#### General observations

The student must comply with the provisions of the Student Regime Regulations of Veritas University. For reference you must go to the Student Self-Management Portal at the following address: <http://autogestion.veritas.cr/> and download it.